

## **Chapter 8: IFSP Review and Implementation**

The IFSP is a fluid document that must be periodically reviewed by the Service Coordinator and family. Because of the developmental changes inherent in very young children, the IFSP must be flexible and reactive to the changes in each child's developmental needs as well as changes in family priorities, concerns and resources. All team members have an obligation to be vigilant in identifying needed changes and working collectively to revise the IFSP as appropriate.

### **Periodic Review**

State and federal regulations require that IFSPs be reviewed every six months or more frequently if conditions warrant, or if the family requests such a review. The purpose of the review is to determine the degree to which progress toward achieving the outcomes is being made, and whether revision or modification of the outcomes or services is necessary. Meetings or other means that are acceptable to parents and other participants will be used to conduct these reviews. If modifications to the outcomes or services are needed, then an IFSP meeting must be held.

IFSP Review

Each Periodic review must include the following participants:

1. the parent or parents of the child;
2. other family members, as requested by the parent(s) if feasible to do so;
3. an advocate or person outside the family, if the parent requests that the person
4. participate; and,
5. the Service Coordinator that has been designated responsible for the implementation of the IFSP.

If conditions warrant, provisions must be made for the participation of the following:

1. a person or persons directly involved in conducting the evaluations and assessments; and,
2. service providers to the child and/or the family.

Meeting arrangements must be made and written notification provided to the family and other participants early enough before the meeting date to ensure that they will be able to attend.

The Service Coordinator completes an Authorization Form–Evaluation/Assessment/Teaming for each provider to participate in the IFSP review. This includes an authorization for the service coordinator to participate in the team review.

For an IFSP review, the required documents are:

1. a new cover page (indicating the date and type of meeting),
2. Section 12: IFSP Review Documentation Worksheet, and
3. the photocopied IFSP with any new sections created as a result of the IFSP revisions.

IFSP Review Documentation Worksheet
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The use of white out or crossing out information on the original IFSP is not permitted, with one exception that will be discussed in this chapter. Any changes to an IFSP must be done within each section that requires revision or modification. If a new service is added as the result of a review, informed written parental consent must be obtained before providing the service. Any section that does not have modifications can be photocopied and included in the new IFSP. The entire document needs to be provided to all IFSP team members, including the family. The original document is filed

with the SPOE. The development of an interperiodic or off-schedule IFSP will not result in a new date for the 6-month review or annual IFSP. Any time an IFSP review results in a change to a required IFSP component, this must be reflected in a new IFSP document.

Any time there is a change in type or amount of service provided, a Prior Written Notice and a copy of the Parental Rights Brochure must be provided to the family. All changes to an IFSP service, with the exception of provider name and funding source, must also be made as a result of the entire IFSP team. This would include location, frequency, intensity, individual vs. group, start and end dates, and method. Written prior notice, accompanied by a Parental rights brochure, must be provided to the family when these changes occur. If there is a revision necessary in service provider or funding source, these changes can be documented by crossing through the information in Section 7 of the current IFSP and writing in the new information. This page of the IFSP would be sent by the Service Coordinator to the SPOE for data entry. The SPOE will file this revised page on top of the original Section 7 in the current IFSP. **This is the only time that information may be crossed out on an IFSP.**

IFSP service providers submit monthly progress summaries to the Service Coordinator that can be used to guide the IFSP review process. In composing these progress summaries, providers should focus on the activities conducted and the progress made in terms of each IFSP outcome. Families receive copies of these routine progress reports from their provider and the Service Coordinator sends the original to the SPOE for inclusion in the EI record.

### **Annual Meeting to Evaluate the IFSP**

The State of Missouri ensures that a meeting is conducted at least annually (not more than 365 days) to evaluate the IFSP for a child and the child's family and, as appropriate to revise its provisions. The annual evaluation of the IFSP includes the requirement to use current evaluations and other information available from the ongoing assessment of the child and family, to determine what early intervention services are needed and will be provided. A new IFSP must be developed at this point in time, including a new cover page.

It is essential that the annual evaluation of the IFSP proceed in a timely fashion. The Service Coordinator should begin this process at least 45-60 days prior to the end date of the current IFSP. If an IFSP is not re-evaluated in a timely manner, this may result in a delay in service authorizations which could cause an interruption of services to a child/family. Service Coordinators should set up a system to ensure that re-evaluation activities are scheduled to avoid this problem. The requirement for the annual evaluation incorporates the periodic review process. Therefore, it is necessary to have only one separate periodic review each year (i.e., six months after the initial and subsequent annual IFSP meetings), unless conditions warrant otherwise.

Each annual IFSP meeting must include the following participants:

1. the parent or parents of the child;
2. other family members, as requested by the parent(s) if feasible to do so;
3. an advocate or person outside of the family, if the parent requests that the person participate;

4. the ongoing service coordinator that has been designated responsible for the implementation of the IFSP;
5. a person or persons directly involved in conducting the evaluations and assessments;
6. as appropriate, service providers to the child and/or family.

If a person directly involved in conducting an evaluation and/or assessment is unable to attend the IFSP meeting, arrangements must be made for that person's involvement through other means, such as participation by telephone conference call or through pertinent records that are available at the meeting. A knowledgeable authorized representative may also attend the meeting as a substitute for the person unable to attend. This includes early intervention service providers who conduct on-going assessments.

Meeting arrangements must be made and written notification provided to the family and other participants early enough before the meeting date to ensure that they will be able to attend.

The Service Coordinator completes an Authorization Form–Evaluation/Assessment/Teaming for each provider to participate in the IFSP review. This includes an authorization for the service coordinator to participate in the team review.

Authorization Form

The family is encouraged to complete or make notes about Sections 4, 5, and 10 as well as the Worksheet entitled “Identifying Typical Family Routines and Activities” prior to the annual meeting. These assist the IFSP team to identify new options and family preferences that may have changed since the development of the existing IFSP. The Service Coordinator will also want to review Sections 1, 2, and 3 with the family to capture any changes to this information.

Identifying Typical  
Family Routines and  
Activities Worksheet

### **Transition from First Steps**

Policies and procedures have been put in place to ensure a smooth and effective transition from First Steps services at age three.

Transition  
from  
First Steps

Six months prior to the child's third birth date, the service coordinator will convene an IFSP meeting to discuss the transition process with the parents and other team members in order to develop a transition plan. Transition planning activities are documented in Section 10 of the IFSP form. The development of a transition plan may be accomplished during a periodic or annual review of the IFSP if this is also occurring six months prior to the child's third birth date. If the parent agrees, local district special education personnel must attend this IFSP meeting.

The Service Coordinator completes an Authorization Form–Evaluation/Assessment/Teaming for each provider who will be participating in the transition planning meeting. This includes an authorization for the service coordinator to participate in the meeting.

Authorization Form

At this time, the team documents the steps to be taken to transition to the public school and/or other services, as appropriate. It is important that all options, including referral to the public school, are considered and discussed with the family. Other appropriate options for the child and family may include private preschool, Head Start, childcare or other community early childhood programs.

The team must discuss what the family and child need to prepare the child for changes in service delivery including steps to help the child adjust and function in a new setting. Transition planning may involve the formal planning of small steps such as having a new provider meet the child and family in an introductory visit, visiting a new community

setting, or moderating the delivery of services depending upon family circumstances.

If the parent agrees to determine if their child is eligible for special education and related services under Part B of IDEA, the service coordinator shall obtain release(s) of information to the public school at this meeting to ensure the timely receipt by the school district. Any information that will assist the district in determining the child's eligibility and programmatic needs should be considered for release. That information should include at a minimum, the following:

1. child and parent name, address, and phone number, and the student's birth date;
2. current copy of the entire IFSP which includes present levels of functioning, early intervention services, and transition plan;
3. all evaluations that have occurred in the previous year, and if not contained in the child's record, where the information can be obtained; and
4. any written reports from service providers within the last year.

The school evaluation team, of which the parent is a member, will review the existing data to determine if there is a need for additional tests in order to determine eligibility.

Local districts are required to provide special education and related services to eligible children as identified in the IEP as of the child's third birth date unless the birth date occurs during a normal vacation period for the public school. IEPs developed in the spring or summer may identify the implementation date as the first day of school in the fall.

Part B eligible children whose third birth dates are May through August may continue in the First Steps program until the initiation of their local district's

school year in the fall. Eligible children whose third birth dates are April 1 through May 1 may either transition to Part B services before the end of the current school year or continue services in First Steps until the initiation of their local district's school year in August/September. This discussion is part of the transition conference.

Children who enroll in the local school district for the remainder of the school year must be considered for Extended School Year as required by Part B of the Individuals with Disabilities Education Act. If local district policy allows, eligible children whose third birth dates occur during September may receive services under Part B at the beginning of the district's school year.

### **Notification Procedures**

DESE assures that school districts of children in the Part C system are notified of children transitioning from that system according to the notification schedule outlined below.

Local districts are responsible for contacting families to discuss the eligibility and transition process. Documentation of contacts (phone calls and/or meeting dates) should be kept for verification of time lines. With the family's cooperation, a contact must occur at least 120 days prior to the child's third birth date. The purpose of the contact is to explain the process the district will complete to determine the child's eligibility for services under Part B of IDEA and, if eligible, the steps that will be necessary to assure the provision of service on the child's third birth date unless the birth date occurs during a routine school break.

The following schedule is used by DESE to notify local districts and parents of children participating in Part C program.

DATES LEAS ARE NOTIFIED BY RESPONSIBLE PART C AGENCY	FOR STUDENTS THAT TURN THREE DURING	NUMBER OF MONTHS FOR EVALUATION AND IEP DEVELOPMENT PROCESS
January 1	June	5
February 1	July	5
March 1	August	5
April 1	September, October, November	5, 6, 7
July 1	December	5
August 1	January	5
September 1	February	5
October 1	March	5
November 1	April	5
December 1	May	5